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ABSTRACT

This report shows findings and recommendations from the Planning Task Force, a group of faculty and administrators at the City College of San Francisco in California (CCSF) that addresses the establishment and strengthening of linkages between non-credit programs. The Planning Task Force employed several methods of inquiry in order to determine areas of concern regarding non-credit English-as-a-Second-Language (ESL) and Transitional-Studies (TL) programs and develop an action plan. Four goals were established: (1) increase student, staff, faculty, administration, and community awareness of available college programs and services; (2) improve access of ESL and TS students to appropriate programs at CCSF and in the community at large; (3) establish linkages among CCSF programs and outside agencies, and provide adequate resources to maintain them; and (4) conduct systematic research to evaluate non-credit programs. Part 2 of this report reviews available information about non-credit English-as-a-Second-Language and Transitional-Studies students and their educational goals, completion rates, and satisfaction with CCSF programs and services. Part 3 presents a discussion of areas of concern in the CCSF non-credit program, and part 4 presents goals, objectives, and actions proposed by the Planning Task Force. Appended is a list of related research papers and documents available in the CCSF Research and Planning office. (EMH)

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ED 433 066

CITY COLLEGE OF SAN FRANCISCO

Findings and Planning Recommendations
For Linkages Between Non-Credit English as a Second Language,
Transitional Studies, City College Programs and Outside Agencies

English as a Second Language and Transitional Studies
Planning Task Force
Master Plan Committee
June1998

PLANNING TASK FORCE
LINKAGES BETWEEN ENGLISH AS A SECOND LANGUAGE, TRANSITIONAL
STUDIES AND OTHER CITY COLLEGE PROGRAMS

Part One: Executive Summary

In order for City College of San Francisco to fulfill its mission of providing students with the necessary career education and skills to successfully participate in the workplace and global economy, the College needs to provide students with reasonable access to non-credit programs. It is also important and often necessary for the College to facilitate the transfer into vocational or other programs for students who have completed non-credit instruction in basic skills and life skills. These pathways must be clearly marked and supported by the College if students are to develop and reach educational and vocational goals.

In light of this, in the Fall of 1996, the City College of San Francisco Master Plan Committee (MPC) approved a resolution establishing the Planning Task Force, to be comprised of faculty and administrators with additional contributions from students and the community. The MPC recognized the need to begin the process of building a comprehensive education plan for the non-credit programs, beginning with English as a Second Language (ESL) and Transitional Studies (TS). The mission of the Planning Task Force was to prepare a plan that would address the establishment and strengthening of linkages between non-credit programs, especially those in ESL and TS, and also with other CCSF programs as well as other institutions and organizations in the City and County of San Francisco.

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In order to determine areas of concern and to develop an action plan for each area, the Planning Task Force employed several methods of inquiry:

- Student focus groups at six CCSF campuses
- Interviews with instructors, staff and administrators
- A review of available information about non-credit ESL and TS students and their educational goals
- An examination of non-credit programs by five subcommittees:

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1. Linkage Between ESL and Transitional Studies
2. Linkage Between ESL, Transitional Studies and non-credit vocational classes and programs. Business programs and
   classes were examined as a model for linkages to other vocational programs.
3. Linkages between ESL/Transitional Studies and other non-credit programs
4. Linkages between ESL/Transitional Studies and institutions and organizations outside CCSF
5. Linkage between ESL, Transitional Studies and credit classes

As an outcome of this research, the Planning Task Force identified four areas of concern and established goals to improve the institutional effectiveness in each area:

Area of Concern	Findings	Goals
1. Availability of accurate public information about non-credit programs	Major gaps exist in the provision of timely and useful information to students, faculty, staff, and members of the community.	**1. Increase student, staff, faculty, administration and community awareness of available college programs, courses, departments and services.**
2. Student access to non-credit programs	Students continue to experience difficulty in accessing appropriate classes and programs, a situation exacerbated by the inconsistency of procedures across the various CCSF campuses.	**2. Improve access of ESL and TS students into appropriate programs at CCSF and in the community at large.**
3. Linkages among non-credit programs at CCSF	In examining the issue of linkages between non-credit ESL, TS and outside agencies or programs, the Planning Task Force found that there are currently few, if any, organized program models or vehicles at CCSF that focus on creating and maintaining these linkages and that existing linkages are not well known or utilized by faculty and students.	**3. Establish linkages among CCSF programs and outsides agencies, and provide adequate resources to maintain them.**
4. Lack of reliable data and accountability	There have been a limited number of surveys of faculty and students in non-credit programs, and very little systematic research of the impact of programs upon students.	**4. Conduct systematic research to evaluate non-credit programs**

All data suggest that for recommendations in this report to be effective, ESL and TS Departments, Counseling, and other student services must establish better cooperation, problem solving, and collaboration. The tasks necessary to facilitate student access, assessment, enrollment, retention, and

completion require planning for alternative methods of delivery as well as identification of those who can best deliver these services.

The Task Force recognizes that there are some issues raised by the CCSF Non-Credit Issues Committee which contribute to the challenge of providing excellent non-credit education and could hamper full and effective implementation of this plan. These include part-time employment, workload and pay issues.

The rest of this report consists of Part Two, a review of available information on non-credit ESL and TS students and their educational goals, completion rates, and satisfaction with CCSF programs and services; Part Three, a discussion of areas of concern in the CCSF non-credit program; and Part Four, the goals, objectives and actions proposed by the Planning Task Force.

Part Two: Non-Credit ESL and Transitional Studies Students

These studies document CCSF students' educational goals, completion rates and satisfaction with programs. The student focus groups also gathered information on students' knowledge and opinions of CCSF programs and services. These studies indicate that a significant number of non-credit ESL and TS students are interested in and have goals beyond completion of the ESL and TS programs, but results of focus groups indicate that students are having difficulty meeting these goals because they aren't aware of other opportunities at CCSF and find access to other programs difficult and confusing. In addition, although articulation between credit and non-credit CCSF programs has been strengthened, these studies indicate that more needs to be done to increase success of students moving into the credit program.

- ESL Level 7/8 Survey A Spring 1995 study of non-credit ESL shows that a significant percentage of ESL Level 7/8 students are interested in job training or English for job-related purposes. A Survey of 568 students from five campuses showed that over one-third (36%) stated that they were in ESL for the purpose of obtaining a job or improving their English to obtain a better job.

- Non-credit ESL Student Satisfaction Survey (Document available at Office of Research, Planning & Grants or ESL Offices) As part of the program review process, a Student Satisfaction Survey was conducted with non-credit ESL students at Alemany, Chinatown/North Beach, Downtown, John Adams, Mission, and Southeast. The data were analyzed by the Research and Planning Department in May, 1997. Approximately 2500 ESL students responded to the survey questions. Of the 2,578 students responding, 41 percent indicated a Chinese background, followed by 23.6 percent Latino/Hispanic, 19.3 percent White, 6.9 percent SE Asian. All other ethnic groups each accounted for less than 5 percent of the total population. Gender of these ESL students was 58.7 percent female and 38.6 percent male. The data indicate that this sample group of students are very much interested in linkages to vocational subjects and basic skill classes.

The graph which follows shows that of the students sampled for this survey, 24 percent are attending to improve basic skills, while a significant percentage(29%) are interested in job skills and vocational

certificates, and 11 percent expressed a desire to go on to higher education.

Responses to this same ESL Satisfaction Survey also indicate that 2.95% of the students surveyed are concurrently taking credit ESL.

Student Satisfaction Survey of Credit ESL Students

(Document available at Office of Research, Planning & Grants or ESL Offices)

During the same period of time, a similar Student Satisfaction Survey was administered to a sample of 450 Credit ESL students. This was done as part of the program review process. Of these sample students, 29 percent indicate that they have taken a non-credit ESL class. Of this sample, 9 percent have taken one class, 7 percent have taken two classes, and 6.5 percent have taken 5 or more classes.

ESL Study of Articulation Between Non Credit/Credit Programs

(Document available at Office of Research, Planning & Grants or ESL Offices)

A study in 1992, which investigated the rate of articulation between the non-credit and credit programs, tracked a group of Level 600 students and their movement from non-credit to credit ESL. This study found that the majority (55%) of the Level 600 students surveyed indicated that they would like to take credit classes, but that they were encountering obstacles. Changes in the test delivery system and other systemic changes were made as a result of this study.

ESL Research Studies-Credit Course Completion

(Document available at Office of Research, Planning & Grants or ESL Offices)

A study, completed for the ESL Department in 1995, took a look at student success by focusing on successful course completion rates for each credit ESL course over two fall semesters. One section of the study examined students who came from non-credit ESL. New credit ESL students who came from non-credit ESL had a higher than average
overall course completion rate in Fall '93 and Fall '94.

However, a longitudinal credit study completed for the college of all students who took the ESL Placement Test at CCSF in Spring 1993 offers a different picture of the success of non-credit students in credit courses. This study followed all students who took the Credit ESL Placement Test in 1993, examined their class records from Spring 1993 to Spring 1996 to see how they did in the credit ESL sequence of courses. Former non-credit ESL students tended not to have completed ESL 82 (highest course in the ESL sequence). Another indicator of higher risk of not completing or still being in progress in ESL courses after three years is initial placement in ESL 22, 32 or 42 (basic skills courses). Over half (51%) of non-credit ESL students who take the credit placement test initially place in these non-degree applicable courses.

Transitional Studies Student Satisfaction Survey

(Document available at Office of Research, Planning & Grants or TS Offices)

This graph, taken from the data collection of the program review process, demonstrates that while over one-third of the sampled students are in the program to improve basic skills, a significant percentage are interested in higher education (43%) or vocational oriented programs (17%).

CalWorks Data

(Document available at Office of Research, Planning & Grants or ESL or TS Offices)

The new California Welfare to Work plan is called CalWorks (California Work Opportunity and Responsibility to Kids). Clients who were formerly on AFDC are now called TANF (Temporary Aid for Needy Families) recipients. This new state program creates a priority for developing linkages between non-credit ESL and TS, as well as from TS and non-credit ESL to credit and vocational programs. CCSF will be receiving federal and state funding to provide education, training and support for TANF students who are referred to the college by the Department of Human Services (DHS). A profile of TANF students indicated that of the 2,316 identified TANF recipients enrolled in Spring, 1997, a significant percentage (73%) were enrolled only in non-credit, 23 percent enrolled in credit only and 4 percent enrolled in both. The courses most often taken for these non-credit students are; 68 percent in ESL, 17 percent in TS, 16 percent in Business, 7 percent in Child Development and 2 percent in DSP&S. These students are predominately female (73%). John Adams, Alemany and Phelan serve approximately 400 non-credit TANF students each, with Chinatown/ North Beach, Downtown, Mission and Southeast campuses serving about 100-200 each.

Student Focus Groups
Information from Non-credit ESL and TS Students

One of the missions of the Task Force was to gather information from ESL and TS students on their knowledge and opinions of CCSF programs and services. Focus Groups were held at John Adams, Downtown, Mission, Alemany, Southeast and the Learning Center at Gough Street. Approximately 100 students participated in these focus meetings. A process for selecting student participants and the agenda was established by the Task Force, following a model used previously in Chinatown/North Beach. Instructors and students were provided with a standard list of questions for classroom discussion. Following discussion, students were elected or volunteered to attend the Focus Meetings.

Sample Discussion Questions

(Document available at Office of Research, Planning & Grants or ESL or TS Offices)

How well-informed are they about CCSF, campuses and programs ?
How did they find out about and register for current classes?
What are future educational interests? Do they know how to access the classes and programs they need to meet their goals?
What skills and requirements are needed to meet future goals?
Do they have suggestions for improving linkages from current classes to other classes and programs at CCSF?

Commonalties

1. Students generally have very little knowledge of programs at other campuses and even of some of the other programs at their own campus. As an example, students at all other campuses believe that John Adams was only for GED. They select a campus mostly because of location and by word of mouth.

2. They would like to know more about other programs, particularly about vocational programs and how to get help in obtaining employment. Non-credit students feel that this assistance is available only for credit students.

3. They would like consistency of requirements across campuses for similar courses as well as more standard intake processes. They would like to be able to transfer between campuses and programs without having to travel all over the city and deal with new lines and registration procedures.

4. Bulletin boards and flyers are generally ignored as there are too many of them, they are often not timely, and are not focused, e.g. contain everything from important information about classes to notices about things for sale. Flyers and schedules are not easy to read for many with low basic skills and limited English.

5. In most instances, students had problems with the intake process at their campus. They expressed dissatisfaction with having to leave jobs and find baby sitters to come back two or three times to register for a class.

6. Campus orientations are usually offered only once a semester and those who are unable to attend would like instructors routinely to provide information. In fact, most wanted instructors to spend some class time disseminating campus and CCSF information, helping them to meet educational and vocational goals.

7. Students discussed problems that are unique to their campuses. They usually do not know to whom to talk or where to go for assistance in resolving campus issues about cleanliness or safety. While Student Councils are in place at some campuses, they are sometimes more about social events than real campus problems.

8. Students universally wanted to continue this process of having regularly scheduled focus meetings.

9. Students were generally complimentary about the quality of instruction and especially appreciate the free classes.

Part Three: Areas of Concern

Area of Concern One:
Availability of Accurate Public Information about Non-Credit CCSF Programs

A. Existing Sources of Information Available to the Public

- ***CCSF Schedule of Classes*** The layout and the information are not easily accessible to students with limited English and basic skills.
- ***Vocational Education Program Guide*** *(Document available at Office of Research, Planning & Grants or ESL or TS Offices)* CCSF, Spring 1998 edition lists all Vocational Education programs, whether they are credit or non-credit, Entry Requirements, Program Length, and Campus Information. ESL students in focus groups expressed interest in this information, but were generally unacquainted with this document. Entry requirements for ESL students are not clearly stated.

B. Existing Sources of Information Available to Current CCSF Students

- ***Vocational Road Show*** The vocational programs at City College have assembled an exhibit of programmatic materials called the Vocational Road Show. This well-developed show was on-going for several years, but it is currently not available. There has been a need to update and revamp the show and to collect more evaluation data on its effectiveness.
- ***Vocational Education Program Guide*** (see above)
- ***ADVISE Adult Vocational Interest Survey for ESL Students,*** 1991 edition. *(Document available at Office of Research, Planning & Grants or ESL or TS Offices)* This assessment tool is a curriculum-based instrument for use by instructors and is a survey of activity and task preferences designed to help students better choose classes, training programs and jobs. It is easy to read and can be used by ESL or TS students.
- ***Improving Access to Vocational Programs Project*** This project has a group of ESL Instructors working along with the ESL Non-Credit Curriculum Committee to incorporate general information about CCSF non-credit programs into ESL lessons for Levels 7 and 8. This is part of an on-going process of encouraging instructors to include current school information in their lessons.

Summary of Findings and Recommendations The Planning Task Force felt that, overall, these existing sources of information were inconsistently available and accessible, and generally insufficient to the task of providing the members of the College and the community at large with accurate and timely information about non-credit programs and services. The Planning Task Force recommends that the College develop strategies and systems to provide accurate information to faculty, staff, students and the community, and, in addition, to incorporate this information into ESL and TS curriculum. Improvement in this area is the necessary first step in providing support to students in their efforts to plan their careers at City College and beyond.

Goal One: Increase student, staff, faculty, administration and community awareness of available college programs, courses, departments and services.

Area of Concern Two: Student Access to Non-Credit Programs

A. Student Concerns

Student Satisfaction Survey data show that 29 percent of ESL and 17 percent of TS students surveyed expressed an interest in going on to a vocational class or program.

Students in all Focus Groups expressed the need to understand expectations and standards for entry into non-credit vocational programs throughout CCSF. Processes for enrollment were also a problem for most students as they are different at each campus.

Vocational faculty interviewed expressed interest in students' having the basic language and communication skills needed to complete their classes and obtain employment.

Thus, one vocational program, the Business Program was selected by the Task Force to study access

issues in depth because of the interest in this program by large numbers of ESL and TS students. The Downtown Campus was the focus of the study in Spring 1997; smaller programs at John Adams and Chinatown/North Beach were studied in Fall 1997.

B. Enrollment Process and Admissions Requirements for Business Classes at Downtown Campus

(Document available at Office of Research, Planning & Grants or ESL or TS Offices)

Currently, students wishing to enroll in non-credit Business classes at the Downtown Campus must wait in line on registration day. Because of this first-come first-served policy, there is little control of the level of proficiency in English or basic skills of the students. There are usually 700 openings at each four week cycle. A clerk handles all students and there is no waiting list. Those who have waited in line are notified as to whether or not they are in the class and do not always see a counselor. (They may make an appointment, if desired.)

ESL Levels 7/8 have been recommended for entry into most Business classes, but the non-credit Business Dept. instructors do not know the language or basic skill background of their students, or if they come from ESL, TS or a Bridge class. The instructors report that they lose a large number of their students before completion of a class because of language or basic skill deficiencies, or perhaps because of the enrollment process. Business course offering information is distributed with flyers which have been difficult for students to read.

C. Enrollment Process and Admissions Requirements for Business Classes at Chinatown/North Beach Campus

Chinatown/North Beach provides non-credit Business and Computer classes. Business classes such as Introduction to Personal Computers are offered with typing skill requirements only. Enrollment is on a first-come first-served basis. Students sign up on the first day class meets. The first 40 students who sign up are admitted to the class. The counselors try to screen ESL students and steer them to appropriate classes for their level.

D. Enrollment Process and Admissions Requirements for Business Classes at John Adams Campus

John Adams Campus has an intake process which includes assessment of prospective students by the Counseling Department. One entry requirement for their vocational programs is a baseline score of 225 on a CASAS Test. Those who do not qualify are referred by counselors to TS or ESL classes. As instructors determine that a student is more proficient, the student may be referred to the Business classes. The Business Department Coordinator at John Adams concurs with this process of setting and maintaining basic standards and believes that it increases students' chances for success in the courses and in the workplace.

E. Summary of Findings and Recommendations

The Planning Task Force found that many Level 7/8 ESL students at all CCSF campuses are interested in changing from upper level ESL, where some have been taking classes for several semesters. These students are ready for business-oriented and professional growth-oriented instruction. As a result of the Task Force meetings, the ESL Department has begun to make ESL instructors more aware of Business programs so that they can assist students in selecting appropriate classes.

Students at all campuses requested more consistency of requirements across campuses and more standard intake processes. The Planning Task Force agrees that these changes would improve the

quality of service provided to CCSF non-credit students and would increase their chances for success in reaching vocational goals. The Planning Task Force recommends that the College establish consistent intake/registration processes and prerequisite skill levels for similar courses at all campuses. The College also needs to take steps to improve the preparation of ESL and TS students for entry level enrollment in other non-credit programs, and then facilitate that enrollment process.

Goal Two. Improve access of ESL and TS students into appropriate programs at City College and in the community at large

Area of Concern Three: Linkages among Non-Credit Programs

A. Linkage between ESL and TS

Instructors and coordinators from both departments had not established an on-going working model for linking their programs. The Task Force was an opportunity for many to work together and understand the levels and programs available.

- **Determining Levels for Linkages** *(Document available at Office of Research, Planning & Grants or ESL or TS Offices)* Department Chairs in ESL and TS provided Task Force members with the listings of course offerings, times and locations. Additionally, Transitional Studies courses from the CCSF Catalog were examined to determine which would be of interest to upper level non-credit ESL students. The Task Force members studied the levels ESL students need for success in Transitional Studies classes.
- **Transitional Studies Instructor Questionnaire** *(Document available at Office of Research, Planning & Grants or TS Offices)* In Spring 1997 the TS Department Chair surveyed his instructors on the ESL students in their classes. Of the twenty-five instructors who responded to the survey, most (22) currently had ESL students in their classes and 18 instructors expressed a desire to work with more ESL students. A significant number of TS instructors felt that good attendance (20) and good study habits (12) are strengths of ESL students and that having these students in TS classes would strengthen the TS programs, motivate their students, and could also provide additional basic skills instruction for ESL students who have completed or are near completion of the non-credit ESL program.

  The Planning Task Force recommends the establishment of an on-going partnership between the two departments to facilitate the transfer and concurrent enrollment of those ESL students who can benefit from instruction in Adult Basic Education (ABE) or are interested in pursuing a GED Certificate or high school diploma.

B. Linkage between ESL and TS and non-credit vocational classes and programs.

Both ESL and TS Departments express the need to establish stronger linkages between their programs and the variety of vocational offerings available to their students.

- **Vocational ESL (VESL)** *(Document available at Office of Research, Planning & Grants or ESL Offices)* VESL classes are designed to prepare ESL students for the language skills needed in the various vocational classes. These classes have been made available at the different campuses as needs have arisen. A chart completed in 1996 shows ESL Levels, linking each level to VESL

and non-credit vocational classes at each campus.

- **New VESL projects for 1997-1998** (*Document available at Office of Research, Planning & Grants or ESL Offices)* These projects include:
  1) Learning Modules for a VESL Lab Tutorial Classes
  2) Improving Access to Vocational Programs for Limited English Proficient Students, and
  3) Integrating SCANS into Basic ESL and VESL-Review of Courses and Curriculum.
- **Non-credit Hospitality Class at Downtown Campus** This is a program which has been successful and could become a model for others. Hospitality Careers is a two semester program for a total of 1050 hours. The courses are Food Technology, Dining Services, and Introduction to the Hospitality Industry. During the Spring semester 1996, the Hospitality Department, in collaboration with the Transitional Studies Department and through the support of VATEA grants, piloted vocational/academic classes for students who are enrolled in the Hospitality Department at the Downtown Campus. The academic program has three components: communication, mathematics and computer literacy. Entry to the Hospitality Careers is determined by the Counseling Department using a CASAS placement test require with a suggested minimum score of 225. All students are required to participate in six hours per week of Transitional Studies basic skills instruction, unless their presence is required in the dining room or kitchen. The Transitional Studies classes are integrated into the core curriculum and offered in the middle of their day. Classes are variously individualized, whole group, or cooperative. It has been observed by Edward Hamilton, Hospitality Department Chair, that the passing rate on the final examination has increased from 50% to 80% since the TS Hospitality Academic program has been in place. Most graduates have no difficulty finding work in the hospitality industry, while some transfer to the Phelan Campus for further study in the Hotel and Restaurant Management Department.
- **VESL Class developed for Automotive Technology Evans Campus** The need for a VESL class was established by instructors and an appropriate curriculum was developed and taught from 1994-1996. Sara Jacobson, the curriculum developer and instructor, reported that the class succeeded in preparing ESL students for automotive, but was discontinued because of low enrollment with many students unwilling or unable to spend the additional hours in a class that was held at a separate time from the already time demanding credit automotive program. Other VESL classes have faced similar problems.

C. Business Program Linkages

- **Bridge ESL Classes at the Downtown Campus** *(Document available at Office of Research, Planning & Grants or ESL Offices)*
  Bridge ESL courses are designed to prepare ESL students for a specific vocational course or program. This Introduction to Computer Skills bridge class develops computer vocabulary related to word processing spreadsheets and databases and includes application of related reading and writing skills.
  The curriculum for this Bridge class was originally developed cooperatively among VESL, ESL and Business programs, but the curriculum dialogue between the Bridge and Business instructors has not been maintained. Bridge and Business instructors do not know if the Bridge curriculum is updated to reflect current Business curriculum. Business instructors are not informed if their students have completed a Bridge class and what that means in terms of competency. Bridge instructors are not informed of changes in the Business curriculum. There is a question of the overlap of curriculum between the two departments.

Meetings were held in March and April 1997, arranged by the non-credit Business coordinator for a sub-committee of the Task Force. These meetings included non-credit Business coordinators from Chinatown/North Beach, Mission, John Adams and Southeast along with ESL and Business instructors from the Downtown campus. As a result of the Task Force meeting with instructors and coordinators, some students who successfully complete the Bridge class at the Downtown campus are now being given priority to pre-enroll into the Business classes.

- **Business and ESL Departments**
  The Business Department and the ESL Coordinator at the Downtown Campus have discussed linkages between the programs. Issues being addressed include the courses ESL students could take, language proficiency recommendations for those courses, and specific information on how ESL and TS students could be informed of and enroll in the Business classes.

  The difference between Introduction to Microcomputers and the Beginning Application classes needs to be made clear to students and ESL instructors. The introduction class is the more difficult class in terms of language proficiency and basic skills while Beginning Application classes are more "hands-on".

D. Linkage between ESL and TS and other non-credit programs.

One of the Task Force goals was to examine the access and information needed to link ESL and TS students to programs such as Consumer Education and Older Adults Departments. Previously there has been no regular interaction between these departments.

- **Consumer Education** *(Document available at Office of Research, Planning & Grants or ESL or TS Offices)*
  May Fong, Department Chair, Consumer Education, met with the Task Force on May 7,1997. She described a number of Consumer Education classes taking place on CCSF campuses and in the community. Task Force Members and their students are generally unaware of these classes. The Consumer Education Department distributes flyers and places ads to publicize the program. The majority of students are referred from WIC, Head Start, GAIN and other outside agencies.

- **Older Adults Programs** *(Document available at Office of Research, Planning & Grants or ESL or TS Offices)*
  Wood Massi, Department Chair, Older Adults, met with the Task Force on May 21, 1997. There have been some linkages between Older Adults and ESL, with ESL running a program for older adults at the Mission Campus. Interviews with instructors and coordinators indicated questions regarding placement of the older students who have been in ESL for some time. Non-credit ESL students need information about available courses, entrance levels, and language skills needed. The College needs to assess the interest of the older adult populations in enrolling in basic skill classes such as math. The Older Adults Department distributes flyers, one of which is a description of the Older Adults Department of CCSF, the location of the classes, and information on the instructors. A more complete description of courses is included in the Schedule of Classes for Spring 1997. These flyers are mailed to some students and distributed to the campuses.

E. Linkages between ESL and Transitional Studies and institutions and organizations outside CCSF.

For people who do not know anyone at City College, or do not have a working relationship established, CCSF is a large and complex organization. Outside agency personnel do not know whom to contact for class information or student referrals. Calls are frequently transferred several times before reaching someone who can answer a question. Callers often receive inconsistent information from City College staff and referring a student is sometimes difficult. The process requires a great deal of time and perseverance. Information on program/course requirements, prerequisites, course work and enrollment procedures is not easily obtained. Information on the availability of various programs is also important in making referrals. Those outside agencies who have established long-term relationships with individual staff persons at City College are relatively satisfied with access to services.

For some agencies wishing to develop joint projects, CCSF appears not to have a planning process to evaluate a proposal by an outside agency. A clear process which identifies advantages and disadvantages for both parties is needed as well as communication that promotes mutual understanding and cooperation.

Obstacles for encouraging outside agencies to work with CCSF include the inflexibility of the two-semester instructional year, rigid curriculum, and faculty scheduling restrictions. Delays by CCSF in starting projects can sometimes create serious program implementation problems.

One model that has worked is the Transitional Studies Homeless/At Risk Transitional Students Program (HARTS). This program has served homeless and at risk populations for over five years and provides important linkages to essential college and community services and educational advising for potential or enrolled students who are referred by community based organizations, college counseling, and concerned faculty.

- **Career Connection** *(Document available at Office of Research, Planning & Grants or ESL or TS Offices)* is a placement service of CCSF for Bay Area employers. However, none of the non-credit students interviewed knew about the service or had any information on how to access it, so more needs to be done to evaluate and advertise this program.

F. Linkage between non-credit ESL, TS and credit programs.

Data on ESL and TS students (pages 3-6 of this report) demonstrate the issues surrounding linkages between the non-credit and credit programs. The data from these studies as well as from the Student Focus Groups indicate a general lack of understanding of the levels, requirements and offerings available in the credit and non-credit programs.

- **Transitional Studies and Credit Programs**
  For Transitional Studies there is no on-going dialogue with credit programs (English and Math) which would enhance placement of students into appropriate classes. At present, credit departments and counselors make little or no use of the non-credit offerings to assist students.

  The Transitional Studies Department suggested that a minimum score be developed for placement into credit English and math classes. Although Title V prohibits the use of placement instruments to bar students from credit courses, students scoring below a minimum

level could be advised of their non-credit options. Students who are encountering difficulty in credit classes should also be encouraged to enter the non-credit program. Credit faculty and counselors need to work with TS so that they can be relied on to make these referrals.

The College could investigate the possibility of adding more Transitional Studies support classes in mathematics and communication into already existing programs to ensure the movement and success of non-traditional students into job preparatory classes and programs.

- **Non-credit ESL and Credit ESL**
  Findings from the longitudinal research study of ESL credit students (page 4)indicate that non-credit ESL students are not completing the credit ESL sequence of classes at as high a rate as other students. There may be several reasons why former non-credit ESL students do not complete or persist in the credit ESL program as successfully as other students (F-1 Visa students or former high school students). Some students may not have completion of the ESL sequence as their goal, but rather simply wish to improve their English. Others may not clearly understand the differences between non-credit and credit ESL and find that they are not interested in credit courses or able to keep up with the demands of credit courses. It may be that those who place in the basic skills courses do not have a high level of education in their native language and lack basic skills in their own language, thus making the process of performing academically in a second language more difficult. As this report indicates, many non-credit students are unaware of their other non-credit educational options at CCSF. It may be that if non-credit ESL students are better informed of the other non-credit courses and programs available to them, they will find that they can satisfactorily meet their educational needs in non-credit.

  The task force recommends several strategies to address these issues.

G. Summary of Findings and Recommendations

Although the communication among the concerned CCSF departments, programs and services has improved slightly as a result of the work of the Planning Task Force, the Task Force found that existing linkages are inadequate and inadequately maintained to provide students with the instructional and other support necessary for smooth transitions between programs. The College needs to continue to improve communication among its own programs and services and with outside agencies, investigating and creating new collaborative models.

Goal Three: Establish linkages among CCSF programs and outsides agencies, and provide adequate resources to maintain them.

Area of Concern Four: Lack of Reliable Data and Accountability

The College will need to develop uniform means of measuring student goal attainment and evaluate the effectiveness of the actions recommended in this report on an on-going basis.

Goal Four: Conduct systematic research to evaluate non-credit programs

LIST OF RESEARCH PAPERS AND DOCUMENTS
Available in Research and Planning Office

1. ESL Department Outcomes desired from Planning Task Force
2. Transitional Studies Department Outcomes desired from Planning Task Force
3. Transitional Studies -Faculty Questionnaire Spring 1997
4. ESL Non-Credit Student Satisfaction Survey
5. ESL Non-Credit Student Satisfaction Survey Response Frequencies, Responses by Campus Spring 1997
6. Credit ESL Student Satisfaction Survey: Response Frequencies, Spring 1997
7. CCSF Credit ESL Course Completion-Report 956-01 August 1995
8. Non-Credit to Credit Articulation: The City College of San Francisco Model. Seymour, Scholnick, Gibson. 1995
9. Transitional Studies Program Review - Student Satisfaction Survey, 1997
10. CalWorks Data - Profile of CCSF Students Who Are TANF Recipients. City Currents, December 1997
11. Transitional Studies Programs and Locations Pamphlet
12. ESL Programs at CCSF Levels Feb. 1997
13. Vocational ESL (VESL) and Non-Credit ESL Levels
14. Chinatown/North Beach VESL office Training Program
15. VESL Projects for 1997-98 Descriptions
16. Non-Credit VESL Linkage Project
17. Vocational Education Program Guide, CCSF, November 1996.
18. Adult Vocational Interest Survey for ESL Students (ADVISE) Career Link, CCSF, 1997.
19. ESL Bridge Course outline for Introductions to Microcomputers, Fall 1994
20. Business Department Downtown Campus Schedule and Recommendations
21. Business Department John Adams Campus. Applications and Requirements
22. Non-Credit Business and Computer Classes at Chinatown/North Beach, Fall 1997
23. CCSF Consumer Education Information, 1997
24. The Older Adults Department of CCSF Description and Schedule of Classes 1997
25. Career Connection, Winter 1996
26. Student Focus Group Questions for Class Discussion, 1997